CIP No.13.0499
DEAF 442   **Deaf Education Practicum II**
Alpha Number   **Course Title**

Course Description
Designed to provide pre-service teachers with an authentic experience working with deaf students in educational settings. This Practicum focuses on bilingual literacy development and instruction in social studies and Pacific literature using Bilingual methods for teaching deaf students.

Course prepared by: Education/NSSP   November 2016

	Hours per Week	Number of Weeks	Total Hours	Credits
Lecture	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Clinical	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Field	8	6	48	3

Total Credit Hours   __3___

Purpose of Course:
Degree Requirement	_____
Degree Elective	_____
General Education	_____
Credit Certification	____X____
Developmental	_____
Community Education	_____
Vocational Education	_____
Adult Basic Education	_____

Distribution Area:
Humanities	_____
Social Sciences	_____
Mathematics (Credit)	_____
Science	_____

Prerequisites   Completion of DEAF 331, DEAF 332 with a B or better, bilingual fluency (ASL/English)
Co-requisites   DEAF 441

_____   _____
Signature, Curriculum Committee Chairperson   Date

_____   _____
Signature, Dean of Academic Affairs   Date

_____   _____
Signature, Vice President of Academic and Student Affairs   Date

Last Date reviewed or revised: January 21, 2019

I. **Deaf Education Practicum II** **DEAF 442**
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II. **Course Outcomes**
A. General Learning Outcomes

The student will:

1. Identify and assess best practices in literacy and content instruction and assessment in for deaf students, including print English and sign language. (ASCDE meaningful lessons, ASCDE differentiate instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
2. Select and demonstrate effective bilingual strategies and materials (including technology) for developing knowledge and skills based on national curriculum standards in literacy and content courses (ASCDE meaningful lessons, ASCDE differentiate instruction, ASCDE content-area instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
3. Utilize a variety of resources to build and enhance deaf students' literacy development and content knowledge and skills (ASCDE meaningful lessons, ASCDE differentiate instruction, ASCDE content-area instruction, ASCDE assess deaf students' progress, ASCDE ethical practices)
4. Demonstrate fluency in American Sign Language to support the language, cognitive, academic, and social development of deaf students (ASCDE meaningful lessons)

B. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Apply best practices in related to planning, assessing, instructing, and evaluating deaf students in all content areas.
2. Promote knowledge and skill development in deaf children in all content areas.
3. Design and implement language, literacy, and content areas activities and lessons for deaf children.
4. Provide instruction and support to deaf students using fluent ASL and printed English.

III. **Course Content**

Students will apply theories, methods, techniques, and procedures for teaching deaf students in in a highly structured and mentored first Student Teaching experience focusing on literacy development and instruction in social studies and cultural studies.

1. Development and integration of literacy development, critical thinking, problem solving, inquiry and reasoning in all instruction
2. Advanced instructional design for teaching deaf students in all content areas
3. Curriculum standards and design for instruction in science and mathematics
4. Developing appropriate learning objectives, learning experiences, and assessment for all deaf students
5. Resources and best practices in teaching deaf students
6. Creation, sharing, and critiquing of units and lessons

IV.   Methods of Instruction

       1. Supported teaching in Deaf Education classes
       2. Mentoring and modeling of best practices
       3. Regular feedback on instruction from instructor and master teacher

V. Equipment and Materials

       1. LCD projector with connections that work for MacBook (Apple)
       2. Internet access to academic database
       3. Library access
       4. Curriculum Standards for RMI

VI. Suggested Methods of Evaluation

       1. Attendance and preparation for instruction
       2. Weekly observations and conferencing
       3. Teaching competency checklist (mid-point and final)
       4. Professional dispositions evaluation

Letter grades will be assigned per CMI Grading System.